

# **CHAPTER I**

## **INTRODUCTION**

### **A. Research Background**

Education is a basic need of every human being to ensure its survival to be more dignified. Therefore, the state has the obligation to provide a qualified educational service to every citizen without exception, including those with disabilities as contained in the 1945 Constitution, article 31 (1). Based on the mandate of the Constitution Article 31, paragraph 1 it is known that children with special need, blind, deaf, mental retarded, quadriplegic, and children with difficulty in learning also have the same opportunity to get an education.

But unfortunately, the education system in Indonesia has not accommodated diversity, so it led the emergence of segmentation in education institution based on the different of religion, ethnic, and even the different in physical and mental of the students (Dika, 2010: 1). Parents and society have not been able to do much, because all of the educational process

Parents and society have not been able to do much, because all of the educational process is given to teachers and education personnel. All children with special need should be accommodated in a special school. One cause of the limited special school is its operating cost which is higher than the regular school. It is usually located in the provincial and district, but the children with special need are spread in areas which are difficult to reach. Learning

disability consists of the general learning difficulty such as slow learner, and special learning difficulty that is the learning difficulty in a certain subject such as dyslexia, dyscalculia, and dysgraphia. These children are same with children who need special service.

Several children who need special service have been studying in regular school. Because there is no special education service, these children have a big potential to repeat the class and eventually dropped out of school.

To solve the above problem, it needs to be developed an integrated education management (inclusive) that is tailored to the condition and need of education for children who need special service. Inclusive education is the education in regular school that accommodates all children with special need that have normal IQ for those who have disorder, a special talent, intelligence, or those who have special education and special service (Restu, 2009: 1).

In Indonesia, the management of inclusion education is guaranteed by : (1) the Constitution of 1945 Article 31, (2) Law No. 2 of 1989 and Government Regulation No. 72 of 1991 on the National Education System, (3) Law No. 20 of 2003 Article 32, on National Education System, which in the description states that the education for learners with disabilities or have extraordinary intelligence is held inclusively or in a special school, and (4) Decision of the Education and Culture Minister No. 002/u/1986 Article 1 paragraph 1 that an integrated education is a model of the organization of school program for children with disabilities, held together with normal children in public educational institution with a curriculum that applies at the

institution, (5) Circular Letter of the General Directorate No. 380/C.C6/MN / 2003 regarding Inclusive Education. Incidentally, *SD Negeri Kaliboto Purworejo* becomes an inclusion elementary school that has been pointed by Department of Education in Purworejo with the decision of the culture and education minister No 002/U/1986.

During this time, education for children with disabilities is held at the extraordinary school. Meanwhile, its location is usually in the district capital. As a result, some children with disabilities do not go to school due to their parents' economic factor. While the nearby schools, they do not accept children with disabilities because they cannot serve them. And the other children who are accepted in the nearby elementary school, they could potentially stay in the classroom that ultimately drop out of the school because there is no special service for them. The further result, the compulsory education will be difficult to achieve.

In order to overcome the problem, it should be made a breakthrough for the provision of opportunity to children with disabilities to get education in a regular school together with normal children based on their need. This education is always called inclusion education.

While at *SD Negeriu Kaliboto Purworejo*, there are several learning abilities of students. There are students who are quickly learning, average, and slowly in learning. In this case, students who are slowly in learning can also be caused by one of their conditions which is different with other students. One effort to overcome this problem is by holding an integrated education

which is oriented to the problem of students' learning difficulty classified based on the level of difficulty.

The purpose of inclusion education at *SD Negeri Kaliboto Purworejo* is to overcome the learning difficulty of students with disabilities, in order to be able to study with other normal students in the regular class using the same curriculum as well as gifted children.

Based on the above description, the writer selected and assigned the management of inclusion class learning at *SD Negeri Kaliboto Purworejo* as the object of study. Therefore, the inclusion of education at *SD Negeri Kaliboto Purworejo* is a manifestation of the development of inclusion school.

## **B. Research Focus**

Based on the previous background, therefore, the focus of this research is "how is the management of inclusion class learning at *SD Negeri Kaliboto Purworejo*? It is elaborated into three subfocuses.

1. How is the preparation of inclusion class learning at *SD Negeri Kaliboto Purworejo*?
2. How is the relationship between students with special needs with normal students in inclusion class learning at *SD Negeri Kaliboto Purworejo*?
3. How is the evaluation of learning in inclusion class at *SD Negeri Kaliboto Purworejo*?

## **C. Research objective**

### **1. General Objective**

The general objective of this study is to describe the inclusion classroom learning in *SD Negeri Kaliboto Purworejo*.

### **2. Special Objective**

Specific objectives in this study are as follows.

- a. To describe the preparation of learning in inclusion class at *SD Negeri Kaliboto Purworejo*.
- b. To describe the relationship between students with special needs with normal students in inclusion class learning at *SD Negeri Kaliboto Purworejo*.
- c. To describe the evaluation of learning in inclusion class at *SD Negeri Kaliboto Purworejo*.